4

Chapter 4

The social networking sites

There to be 7
The imperative form 12
Simple present tense 14

Chapter 5

Web consumption

Chapter 6

Internet: did it bring us together or set us apart?

NAIL it!

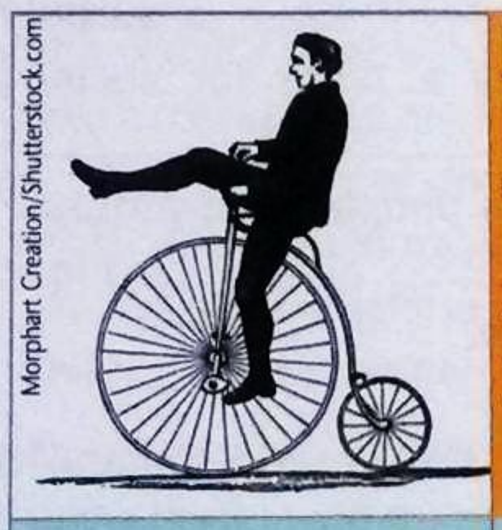
There to be

Chame a atenção dos alunos para as diferenças entre *there is* e *there are*, no singular e no plural, respectivamente, as quais devem concordar com o objeto ao qual se referem.

The expression **there to be** is used to express that something exists or not.

There is (isn't) a new comment on my blog.

It is formed by the pronoun **there** + the verb **to be**, and it can be used in the present, past and future time; *there to be* also presents affirmative, interrogative and negative forms.


Morphart Creation/Shutterstock.com

SvetlanaFedoseyeva/Shutterstock.com

Oraicia/Shutterstock.com

	Past	Present	Future
Arak Rattanawijittakorn/Shutterstock.com	**There was** a new event listed on Facebook page yesterday. **There were** lots of people moving from Instagram to Snapchat last year.	**There is** a new friendship request on my Facebook page. **There are** many internet social networking services available.	**There will be** 1 billion profiles on Facebook in the future, according to experts.
Arak Rattanawijittakorn/Shutterstock.com	**There was not (wasn't)** any new message for me yesterday. **There were not (weren't)** any friends available on my WhatsApp.	**There is not (isn't)** any internet tool to bring together all the social networks. **There are not (aren't)** enough computers prepared for broadband service.	**There will not (won't) be** any other message for me until I empty my inbox.
Tarzhanova/Shutterstock.com	**Was there** a tall, white, intelligent girl at the party last night? **Were there** many boys watching the soccer game two days ago?	**Is there** anyone connected to the internet right now? **Are there** many profiles to be added to your page today?	**Will there be** a new prevailing search engine in a foreseeable future?

Broadband
a high-speed communication transmission, which makes possible a large amount of information to be sent at the same time.

Foreseeable
predictable; something you can predict.

CHECK your understanding

1. Choose the best alternative that completes the sentence.

a) _____ a very close friend of mine who added me on.
- I. There will be
- II. There were
- III. There was

b) When the concert started, _____ only a few people in the hall.
- I. there are
- II. there were
- III. there was

c) _____ only one laptop with internet connection in the whole library.
- I. There is
- II. There are
- III. There were

d) _____ many accidents on the highways on the last weekend.
- I. There is
- II. There was
- III. There were

e) Next Saturday _____ an informal meeting at David's house.
- I. there is
- II. there are
- III. there will be

2. Listen to the speech and complete the transcription with the missing words.

Hi, my name ___is___ Tommy and I ___am___ going to talk a little about social networking sites. ___There are___ many ways to become part of a social network because ___there are___ many services available.

In the past ___there weren't___ many special tools on the internet for social communication.

___There were___ different websites for different uses, but the social networking sites changed the way people interact with each other and with the internet itself.

It ___is___ interesting to see how most people ___are___ more interested in establishing social interactions than in searching for information and news on the internet. Most of them spend their time connected to the social networking sites. In the past, most people used internet to send and receive emails. Now, they use it to check and send messages within the social networks.

For the future, communication experts say ___there will be___ a surge in the use of internet as a basis for social relationships. Today ___there are___ more than 500 million people with profiles on Facebook, but ___there will be___ much more in the near future.

3. Complete the sentences using **there to be** in the appropriate form and tense.

a) ___There aren't___ many natural disasters in Brazil.

b) Once upon a time, ___there was___ a beautiful princess who lived in a haunted castle.

c) ___Is there___ any university in your town, Paul?

d) According to the principal's plan, ___there will be___ a meeting at 3 p.m. tomorrow.

e) ___Was there___ an old building here two years ago?

f) ___There was___ a terrible fire yesterday in my city; unfortunately, ___there were___ five casualties.

g) ___Were there___ many people at Bart's wedding last Saturday?

h) In my opinion ___there won't be___ another heating wave next year.

EXTRA activities

PRACTICE: 1 and 2
DEEPEN: 1

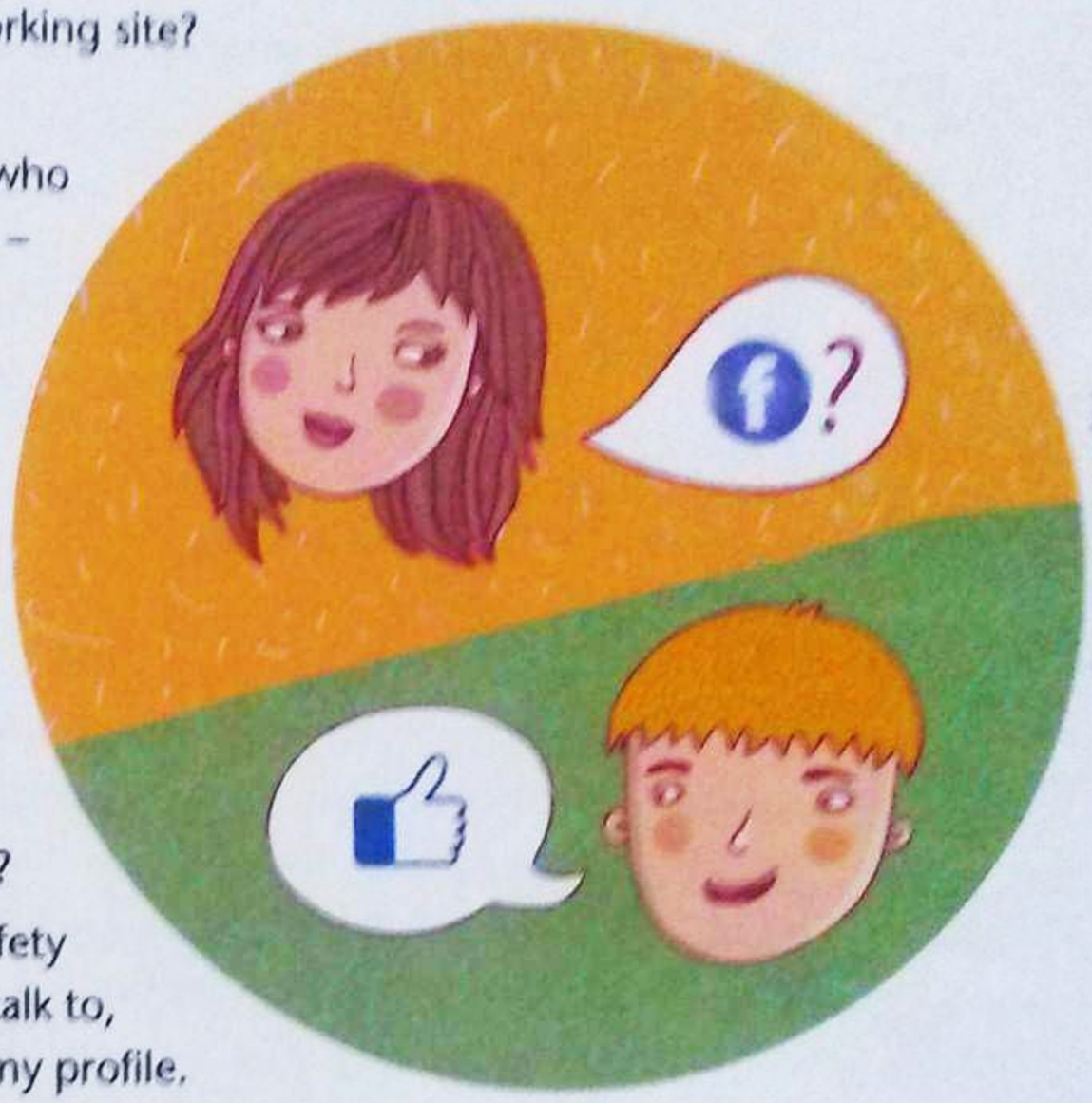
LISTENING 02

• Listen to the dialogue transcripted below and answer the following questions.

Patricia: Do you have a profile on a social networking site?

Mike: Yeah, of course! Who doesn't?

Patricia: Well, believe it or not, I'm one of those who don't have it. I think there are many disadvantages – and even dangers – in giving out personal information on the internet. Besides, we waste a lot of time just surfing from one profile to another, and usually we don't even know who the person is.



Mike: Don't be silly! It's great to have a profile. I love when people access it and are interested in what I'm doing. I like to see how people can get curious about what's going on in my life. And it's a lot of fun to be able to share anything I want with so many people. What can be so dangerous about that?

Patricia: Well, I prefer to keep my privacy and safety by sharing only a few things with people I choose to talk to, my closest friends, not with everybody who looks at my profile.

Mike: What do you mean? You're so paranoid about your privacy! What could possibly happen?

Patricia: Well, for starters, people can discover if you're traveling and try to rob your house.

Mike: Well, yeah, things like that can happen. But, everyone knows the basic rules for self-protection of one's privacy: never give personal information to strangers, also be aware and don't allow anyone to get access to your personal profile. If you take care, you can avoid problems.

Patricia: Ok, I kind of agree with you, but I still prefer to stay out of these social websites for now.

COMPREHENDING **the text**

4. Answer true (**T**) or false (**F**):

a) (F) Patricia has a profile on a social networking site.

b) (F) Mike is a little worried about having his profile on a social networking site.

c) (T) Mike likes when people are curious about what is going on in his life.

d) (T) Patricia is afraid of having her personal information used for bad purposes.

e) (F) Patricia was convinced by Mike and changed her mind, deciding to make her own profile.

5. Write two general rules for a safety use of the internet given by Mike during the conversation.

Never give personal information for strangers; be aware and don't allow anyone to get access to your personal profile.

THINK ABOUT IT

Like. Flirt. Ghost: A journey into the social media lives of teens

For teenagers these days, social media is real life, with its own arcane rules and etiquette. Writer Mary H. K. Choi embedded with [...] high schoolers to chronicle their digital experiences. [...] As with most teens, they're elusive creatures. But when Choi asked them targeted questions, they were able to deconstruct their own behavior in exhaustive detail. You'll 😍 what Choi discovered.

Lara and Sofia

Atherton, California

[...]

Lara and Sofia are shy, almost painfully so, with people they don't know. They move around in the world with heads close, chatting conspiratorially. This belies how substantial their Instagram reach is. Each 16-year-old has more than 1,000 followers, especially surprising when you realize that their feeds are locked, and the girls say they at least vaguely know every single person that follows them. [...]

[...] And while they'd never outright call them rules, they recognize guidelines that govern their social habits. For starters, as mentioned, both girls' Instagram accounts are set to private. This is true of the great majority of high school kids. [...]

Then there is the rule about likes and comments. According to Lara and Sofia, when your friend posts a selfie on Instagram, there's a tacit social obligation to like it, and depending on how close you are, you may need to comment. The safest option, especially on a friend's selfie, is the emoji with the heart eyes. [...]

On any platform, however, oversharing is considered taboo. Or else "awkward." *Awkward* is a ubiquitous teen word to denote socially unsanctioned behavior. [...]

One example of awkward plays on Instagram: the "deep like." This is where you lurk on someone's account, going way back into the archives, and accidentally double-tap on an old picture. Many of us can relate to the horror of the deep like, the inadvertent signal that betrays your lack of indifference when you're hate-following an ex's ex at 3 am or crushing on someone you only peripherally know.

[...]

Ahmad

New Haven, Connecticut

[...]

His M.O. when he's crushing on someone is to like a few Instagram pictures and see if she likes anything back. Ahmad, who has 965 followers and 16 posts, scrupulously edits his feed just like Lara and Sofia do. "If I'm not touching 40 likes, I'm probably going to delete it," he says. The window to reach 40 is about two hours. Sometimes he'll delete a post, save

The social networking sites

it, and put it up at a better time. Dead zone for likes is 9 am to 3 pm (before school works, but rushed mornings make for dicey like counts). [...]

But back to the ladies. After a few mutual photo likes, the flirtation often escalates to emoji. If an emoji with the heart eyes gets another one in return, he says, you're good. Other positive responses: an ellipsis thought-bubble to convey that she's thinking about you; the bashful see-no-evil monkey. "'Oh, thank you! I appreciate it' is what I get from that emoji," he says. Any of these responses means he'll take it to DM (as in direct message). Other emoji are suboptimal. "The thinky face is like, 'What are you doing commenting on my pictures?'" He says this isn't a hard no, but it's not great. The worst emoji—easily—is one you may not expect. "The smiley face," says Ahmad with a pained expression. "Yeah, that's the 'Thank you, but I'm not interested.'"

For teens, ghosting (where you completely disappear and stop communicating, with zero announcement or explanation) is common and not considered particularly impolite. Ask Ahmad how many girls he routinely ghosts on and he's unequivocal: "Tons," he says. "Just boop, delete. If I'm not interested anymore, our conversations will get dry, like 'Hey, what you doing? Nothing. You? Nothing.' Boom, end of conversation." He says it's usually a mutual, conscious uncoupling. Interest begets interest: "If you start losing juice, they'll start losing juice."

[...]

For teens, texts and snaps and video calls *are* real life, the equivalent of walking around in the mall for hours in the olden times, trying to catch the eye of a hottie in the food court. As much as technology has changed the way we talk, think, and do things, some key teen problems are as they've always been. "I would trade my phone right now for a car," Ahmad says. "In a heartbeat."

CHOI, Mary H.K.. Like. Flirt. Ghost: A Journey Into The Social Media Lives On Teen. Available on: <https://www.wired.com/2016/08/how-teens-use-social-media/#slide-3>. Accessed on: Oct 8th, 2016.

Think about your online routine. What do you do every single day on your social media profiles? Do you and your friends have some sort of pact to support each other online? Or how do you show interest in someone on the internet? And what are the rules that guide those habits? Formulate a text that describes your behavior about those issues and discuss it with your colleagues.

Resposta pessoal. Espera-se que o aluno perceba que, assim como os jovens do texto de apoio, ele também segue uma rotina e regras de boa conduta no mundo virtual.

NAIL it!

The imperative form

In the previous dialogue, Mike gives Patricia pieces of advice about how she should act in order to avoid problems caused by sharing information on the internet. For this purpose, he uses verbs in the imperative form.

- These pieces of advice were written by you in the last exercise. Which verbs did Mike use?

The verbs *to give, to be* and *to allow*.

The imperative form in four steps

1	**Affirmative imperative**	The **affirmative imperatives** are equal to the infinitive form, without *to*.	Please, pay attention when coming home at night. Tell him what to do now. Have some more tea, please.
2	**The person who speaks**	The person who speaks can include **himself** or **herself** in the imperative by using *let's*.	Let's go shopping!
3	**Negative imperative**	We use the infinitive form without *to*, preceded by **do not (don't)**, but we can also use **never** to form a negative imperative sentence. We use the imperative form in request, advice, invitation, command, order, warning, and instruction.	Please, do not disturb! Never enter that room!
4	**Subject?**	In general, the imperatives do not require a subject. But we may use a **noun** or **pronoun** as vocatives, in order to make clear whom we are talking to.	Lucas, come here.

Bilderpartur Ekaterina/Shutterstock.com
Aaron Amat/Shutterstock.com
christdoney/Shutterstock.com
Paranamir/Shutterstock.com

2 The social networking sites

Explique para os alunos que *let's* é o mesmo que *let us*.
No diálogo apresentado no *Listening*, os verbos no imperativo utilizados por Mike são *give, be* e *don't allow*: "never **give** personal information for strangers"; "also **be** aware and **don't allow** anyone to get access to your personal profile. If you take care, you can avoid problems".

CHECK your understanding

4. Use the following verbs to create sentences in the affirmative imperative form.

Podem ser aceitas outras respostas; estas são apenas sugestões.

a) to examine – Examine everything again, maybe you can find something.

b) to answer – Answer all these emails today, please.

c) to watch – Watch the film carefully; it's a little confusing.

d) to speak – Speak clearly if you want to be understood.

e) to tidy – Tidy your room, Sam! I will not say it again.

5. Use the following verbs to create sentences in the negative imperative form.

Podem ser aceitas outras respostas; estas são apenas sugestões.

a) to sit – Don't sit down there; the bench is broken!

b) to be – Don't be so naive! They want to deceive you!

c) to offer – Don't offer them this price; they will certainly accept.

d) to send – Never send any letter to John; he's always traveling.

e) to invite – Don't invite your sister, please! You know we are not friends.

6. Match the columns in order to complete the sentences.

a) The policeman said: _____ behind the line, please.
b) The notice at the mall said: _____, it's forbidden.
c) Please, _____ the animals.
d) _____ up, you all!
e) _____ so silly!
f) _____ your feet off the sofa, Peter.
g) _____ to the traffic lights and turn left.
h) _____ me everything you know about that.

(e) don't be
(f) take
(a) stand
(b) don't smoke
(h) tell
(g) go
(c) do not feed
(d) shut

EXTRA activities

PRACTICE: 3
DEEPEN: 4

NAIL it!

Simple present tense

- Read the cartoon to complete the chart with one sentence in the affirmative, one in the negative and one in the interrogative form.

Caso julgue adequado, explique aos alunos que *to secede* significa *deixar, sair de alguma comunidade ou de uma aliança política*– em inglês, *withdraw from an organization or communion*; e *ordinary* refere-se a algo não excepcional, corriqueiro, normal – em inglês, *not exceptional in any way, not special in quality or ability, size or degree.*

WE CAN LIVE ANYWHERE WE WANT TO NOW THAT WE'RE SECEDING FROM THE FAMILY!
WHERE DO YOU WANT TO GO? THE SAHARA? ANTARCTICA?
HOW ARE WE GOING TO GET TO ANY OF THOSE PLACES? WE DON'T EVEN HAVE A CAR!
OK DAD, FOR THIS AMAZING TRICK I'LL NEED AN ORDINARY AMERICAN EXPRESS CARD. NOW CLOSE YOUR EYES...

WATTERSON, Bill. *Calvin & Hobbes.*

Affirmative	We can live anywhere [...]!
Negative	We don't even have a car!
Interrogative	Where do you want to go?

All the sentences you used to complete the chart are in the **simple present tense**. This tense is used when we want to talk about our routine or to state undeniable facts. There are some rules to form the present. Let's consider the verb **to eat**:

Affirmative

In the affirmative form, we use the main verb in the infinitive without **to**.

Brazilians **eat** rice and beans almost every day.

Negative

We use the auxiliary verb **do** + **not** + main verb in the infinitive without **to**.

Americans **do not** (**don't**) **eat** rice and beans every day.

Interrogative

The auxiliary verb **do** comes before the subject + we use the main verb in the infinitive without **to**.

Do Italians **eat** rice and beans every day?

Simple Present Tense

routine and undeniable facts

3rd person + S

In the third singular person (he, she, it) in the present and affirmative form, we usually add **s** to the verb.

Chelsea run**s** very fast.

3rd person + ES

Verbs ending with *ch, sh, ss, x, z* (hissing sound) and *o* will receive **es**.

He go**es** to school every day.

3rd person + IES

With verbs ending in consonant plus *y*, we change the **y** for **i** and add **es**.

Roberta fl**ies** to London every week because of her job.

Explique aos alunos que o verbo *to be* é uma exceção e requer a inversão do verbo com o nome ou pronome para formar orações interrogativas, dispensando o uso do verbo auxiliar.
Hissing é um som sibilante, produzido pela pronúncia da letra *s*.

4 The social networking sites

TRENDING NOW

The form **there to be** helps you to indicate existence. Without them you can't say in English how many good football players we have today or if we can find a wardrobe in your bedroom, for example.

The **imperative verbs** are used to give commands, make suggestions, cheer people up, give advice, instructions and wish people's things.

The **simple present** we use to talk about everyday actions, things that currently happen or universal truths like "Water freezes at 0° Celsius".

INVESTIGATION

The United States of your country

In the comic strip on page 14, Calvin talks to Hobbes about seceding from his family. And you, have you ever thought about seceding from your home or even from your country and create your own country with your own rules?

Now you can! Think about it and write in your notebook.

1. What will be there?

Describe what will be there and what will not.

2. The dos and don'ts

Write some rules for your country and make everybody happy.

3. The daily life

What about the daily life in your country?

4. Visit my country

Write an advertisement for a social networking site or create a page or fanpage in this site about your country.

zefart/Shutterstock.com

O objetivo é que os alunos criem seu próprio país. A atividade se inspira na tira do Calvin, que trata de secessão. O objetivo é exercitar os três tópicos gramaticais desta apostila: *there to be* na proposta 1, imperativo na proposta 2 e *simple present tense* na proposta 3. A proposta 4 amarra os tópicos ao tema do módulo – as redes sociais –, com o desenvolvimento de uma página ou anúncio em rede social para que os alunos convidem amigos e conhecidos a visitar ou morar nos países inventados.

CHECK your understanding

7. Underline the correct form.

a) How often does / do your sister go to the cinema?

b) My brother's girlfriend does / do not eat any animal product or meat because she's vegan.

c) Do / Does high schools in Brazil have classes on Sundays?

d) My parents do / does not let my younger sister stay up late during the week, only on Saturdays.

e) Do / Does students in Brazil have to wear uniforms?

f) Do / Does your stepfather still work in another country?

g) I'm sure that this train comes / come from São Paulo.

h) In Brazil, shopping malls usually work / works from 10 a.m. to 10 p.m.

8. Complete the sentences using the verbs from the box in the simple present tense.

start – take – eat – think – sleep – go – be – like – drink – write – live – love

a) Parents usually ___think___ about their children first and then about themselves.

b) Renata ___drinks___ at least three liters of water a day as part of her diet.

c) Do you usually ___sleep___ until noon on Sundays?

d) My sister Christine ___writes___ a letter to our grandma every month and she ___likes / loves___ it.

e) Does your little brother usually ___eat___ vegetables at lunch time?

f) Tom's relatives ___live___ in Norway and they simply ___love / like___ it!

g) My English class ___starts___ at 3:00 p.m., but I ___am___ always there at 2:45 p.m.

h) How often do you ___go___ to the gym?

i) Let's ___take___ a taxi to the mall; it's raining and cold.

9. Work in pairs. Take turns reading the text below with a friend. Pay attention to the intonation and the use of simple present, especially the *s* sound at the end of the verbs in the third person singular form. After that, still in pairs, create five questions about the text and answer them.

Alice is a student at George Washington High School, in New York. Every day she does the same thing: she wakes up at 6:00 a.m. She takes a shower, puts her uniform on and has her breakfast with her sister, Tina, and her mother, Dorothy. At 7:15 a.m. they leave home. At 8:00 a.m. they get to George Washington High School.

Lorelyn Medina/ Shutterstock.com

1. Where does Alice study?
2. What does Alice do every day?
3. Does Alice have breakfast alone?
4. What time do they leave home?

Podem ser aceitas outras respostas; estas são apenas sugestões.

EXTRA activities

PRACTICE: 4 and 5.
DEEPEN: 2.

EXTRA activities

PRACTICE

1. Find the right answer to complete the gap in the following sentence: _____ a lot of ways to learn English nowadays.

a) Are there

b) There is

c) There were

d) There was

e) There are

2. (UEG-GO)

Analise o texto a seguir.

Human Diversity in Education

"It is often hard to learn from people who are just like you. Too much is taken for granted. Homogeneity is fine in a bottle of milk, but in the classroom it diminishes the curiosity that ignites discovery." – Vivian Gyssin Paley

Disponível em: <http://pt.slideshare.net/oxblondieox98/human-diversity-in-education-11433320>. Acesso: 15 set. 2015.

According to the ideas expressed in the text,

a) there are many more learning possibilities in a heterogeneous school environment.

b) homogeneity in education is responsible for a more creative learning environment.

c) the amount of questions asked in a class measures the ignorance of the students.

d) educating people is similar to industrializing milk, so homogeneity is necessary.

3. (UEG-GO) Para responder à questão, considere o texto a seguir.

CARNIVAL
Experience Brazilian Culture & Dance
Monday, February 13 · 4:15pm-7:30pm · Knight Auditorium
Presentations:
Brazilian Embassy Hosting
2016 Rio Janeiro Olympic Games & 2014 Soccer World Cup
Brazilian Babson students Globetrotter about Brazil
Dance:
Professional performances of Samba & Forro
FREE Dance lessons in Forro
FREE AUTHENTIC BRAZILIAN FOOD AND DRINKS
Want to help? Questions? Please contact:
Diane Kiechman in ISSS at dmechman@babson.edu
Alfredo Gago at agago1@babson.edu
Sponsored by:
LATIN ENTREPRENEURSHIP FORUM

Disponível em: <http://www.google.com.br/imgres?q=BRAZILIAN+CULTURE&start=277&hl=pt>. Acesso em: 16 ago. 2012.

De acordo com o anúncio,

a) The event is addressed to Brazilian students who live abroad.

b) The event will happen on the weekend and will last all day long.

c) The invitation to the event is made through an imperative sentence.

d) The most important cultural event in the Brazilian culture is carnival.

4. (Unifor-CE)

Nas orações abaixo, o ' (apóstrofe) significa:

I'm a student.

There's a spider on the wall.

I don't study Spanish.

I'll love you forever.

a) a adição de uma letra.

b) a omissão de uma letra somente.

c) a adição de uma letra e a omissão de outra.

d) a adição de duas letras.

e) a omissão de uma ou mais letras.

5. (UPF-RS)

Bag your Bags, Bring 'em Back

The best way to recycle your plastic bags and film is to bring them back to a store that collects them for recycling. Just stuff them clean and dry into a single plastic bag, tie it up, and drop it into a plastic bag collection container found at the retail partners. **Note**: The stores listed below have partnered with King County to promote the Bag Your Bag campaign. There may be other stores not listed that accept plastic bags for recycling.

Plastic bags and film collected at grocery stores stay cleaner and are easier for recycling facilities to process than bags placed in your home recycling collection bin. The bags are turned into new products like decking, benches, playground structures, and new plastic bags. And remember to bring along your reusable bags when you shop.

The Bag your Bags, Bring 'em Back campaign is a partnership between the King County Solid Waste Division and local grocery stores to show the best way to recycle plastic bags.

(Retrieved and adapted from http://your.kingcounty.gov/solidwaste/garbage-recycling/bag-your-bags.asp. Access on September 28th, 2014)

In the title of the campaign, '**Bag** your **Bags**, Bring 'em Back', the words in bold are respectively classified as:

a) noun and verb.

b) noun and adjective.

c) adjective and verb.

d) verb and noun.

e) verb and adjective.

DEEPEN

Directions: Answer questions 1 and 2 according to the text.

Cyberbullying on the rise

Bullying among children and teenagers is not something new but it is getting more and more common by modern methods of communication.

Cyberbullying happens when an adolescent is put in danger by another child or teenager by photos or text messages sent to cell phones or posted on social networks. Sometimes cyberbullies send mails with sexual comments or take passwords of other teenagers and log on to websites with false identities. Children also play Internet games and make fun of each other in many ways.

A study by a Canadian University shows that half of the young people interviewed said that they suffer bullying. One of the reasons is the great use of cell phones over the past years. Today's children are connected with each other electronically. They call friends every time they want or communicate with them on Facebook.

Cyberbullying is getting extremely popular because teens can stay anonymous. Many adolescents act this way because they feel frustrated or angry and want to punish somebody for something that happened to them. At other times they do it just for fun or because have nothing else to do. Parents usually don't know their child is a cyberbully. They perceive it just when the victim or the victim's parents contact them.

This kind of bullying is not as inoffensive as many people think. In some cases it

can lead to suicide. Many countries have organized campaigns to inform adults and children of its dangers.

There are a few ways to prevent cyberbullying. First, it is important to show children that they have to respect others and they are responsible for what they do. For victims it is important not to play the bully's game or answer their emails and text messages. It is also important to get help from parents and teachers.

Often schools get involved. They bring together the parents of victims and cyberbullies and talk with them. Cyberbullying does not always end at school. Often, parents go to the police and accuse the bullies.

(Adapted from http://www.english-online.at/society/cyberbullying/cyberbullying-on-the-rise.htm)

1. (Epcar-MG) "There are a few ways to prevent cyberbullying" (line 39) is the same as

a) There are some ways to prevent cyberbullying.
b) There are many ways to prevent cyberbullying.
c) There are lots of ways to prevent cyberbullying.
d) There are no ways to prevent cyberbullying.

2. (Epcar-MG) Bullying on social networks is popular because

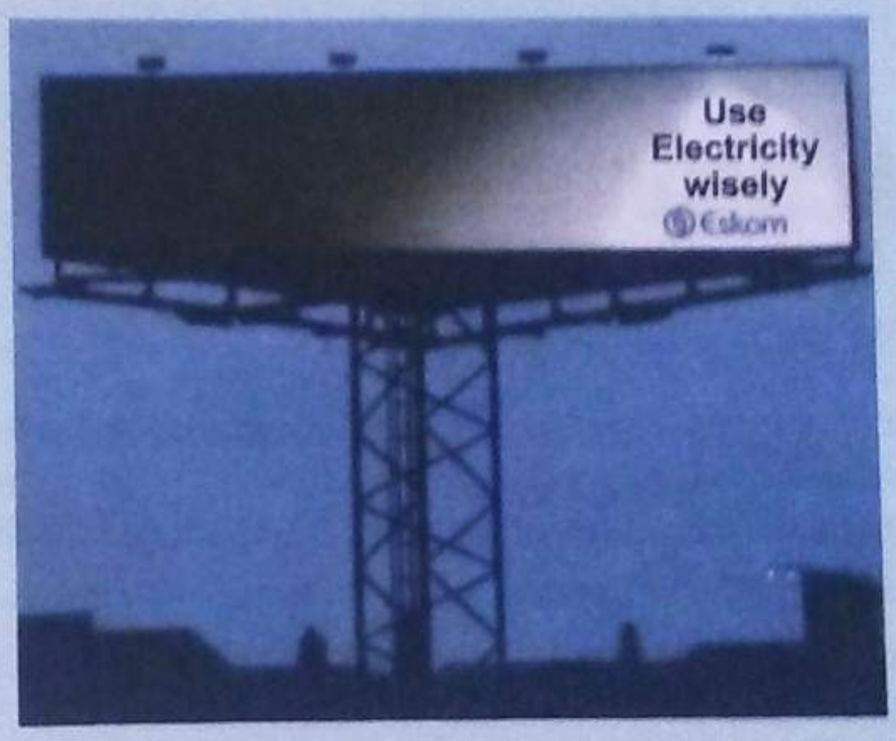
a) the bullies don't show themselves.
b) the victims' parents use cell phones.
c) some teens want to punish themselves.
d) teenagers like to make fun of themselves.

3. (Vunesp-SP) **Instrução**: Examine os anúncios para responder à questão.

Anúncio 1

(www.hongkiat.com. Adaptado.)

Anúncio 2



(www.crookedbrains.net. Adaptado.)

Nos anúncios, as palavras *use*, *you*, *need*, *electricity* e *wisely* são exemplos, respectivamente, de

a) substantivo, pronome, verbo, substantivo e advérbio.
b) verbo, pronome, verbo, substantivo e advérbio.
c) substantivo, adjetivo, verbo, substantivo e adjetivo.
d) verbo, pronome, verbo, adjetivo e adjetivo.
e) substantivo, pronome, substantivo, adjetivo e advérbio.